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ABSTRACT

America's most widely used college admission examinations systematically underpredict the abilities of high school girls, who make up over 52% of the test-takers. Each year more than three million students who plan to attend college take the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), and/or American College Testing Program Assessment Exam (ACT). The test publishers claim that their exams predict students' future academic performance. Even though females consistently earn higher grades in both high school and college, they receive lower scores on all these exams. Reliance on such biased exams markedly diminishes chances for women to: (1) obtain college tuition aid awarded by the National Merit Scholarship Corporation and over 150 private companies, government agencies, and foundations; (2) gain admission to over 1500 colleges and universities; and (3) enter many special education programs reserved for gifted and talented high school students. All these factors can contribute to a real dollar loss for women in later life as they get less prestigious jobs, earn less money, and have fewer leadership opportunities. Those from economically-disadvantaged backgrounds are doubly penalized by both the gender and class biases of these exams. Test discrimination can also instill a life-long loss of self-confidence that cannot be calculated in financial terms. (LMO)

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A National Center for Fair and Open Testing Report on

Sex Bias in College Admissions Tests: Why Women Lose Out

by

Phyllis Rosser

with
The Staff of the
National Center for Fair and Open Testing

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The Staff of the
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TABLE OF CONTENTS

Summary.....page 1

Tests Underpredict Girls' Abilities.....page 2

Test Scores and Access.....page 4

Test Scores and Scholarships.....page 8

Minority Females: Double Jeopardy.....page 16

Why the Gender Gap?.....page 17

Footnotes

Appendix I: Colleges that Employ Cut-Off Admissions Scores or Utilize Test Scores in a Qualifying Admissions Formula

Appendix II: Corporations that fund Special National Merit Scholarships

Appendix III: Additional Scholarships Influenced by SAT or ACT Exams

Appendix IV: Is the SAT Biased?

Appendix V: Potential Sources of Bias

Appendix VI: News Coverage of Sex Bias Report

Order Form

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CHARTS and GRAPHS

SAT Score Averages For College Bound Seniors, 1972-86 .....page 2

SAT, PSAT, and ACT Scores by Gender -- 1985-86.....page 4

National Merit Scholarship Winners 1984-86, by Gender.....page 9

1986-87 National Merit Scholarship Semi-Finalists by Gender.....page 10

National Merit Semi-Finalists for 1986-87, State by State breakdown by Gender.....page 12-13

Average SAT Scores by Gender and Race, 1885.....page 16

SUMMARY

America's most widely used college admission examinations systematically underpredict the abilities of high school girls, who make up over 52% of the test-takers. Each year more than three million students who plan to attend college take the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and/or American College Testing Program Assessment Exam (ACT). The test publishers claim that their exams predict students' future academic performance. Yet, while females consistently earn higher grades in both high school and college, they receive lower scores on all these exams.

Reliance on such biased exams markedly diminishes chances for women to:

*obtain millions of dollars in college tuition aid awarded by the National Merit Scholarship Corporation, and over 150 private companies, government agencies and foundations;

*gain admission to over 1500 colleges and universities; and

*enter many special education programs reserved for "gifted and talented" high school students.

All these factors can contribute to a real dollar loss for women in later life as they get less prestigious jobs, earn less money, and have fewer leadership opportunities. Those from economically-disadvantaged backgrounds are doubly penalized by both the gender and class biases of these exams.

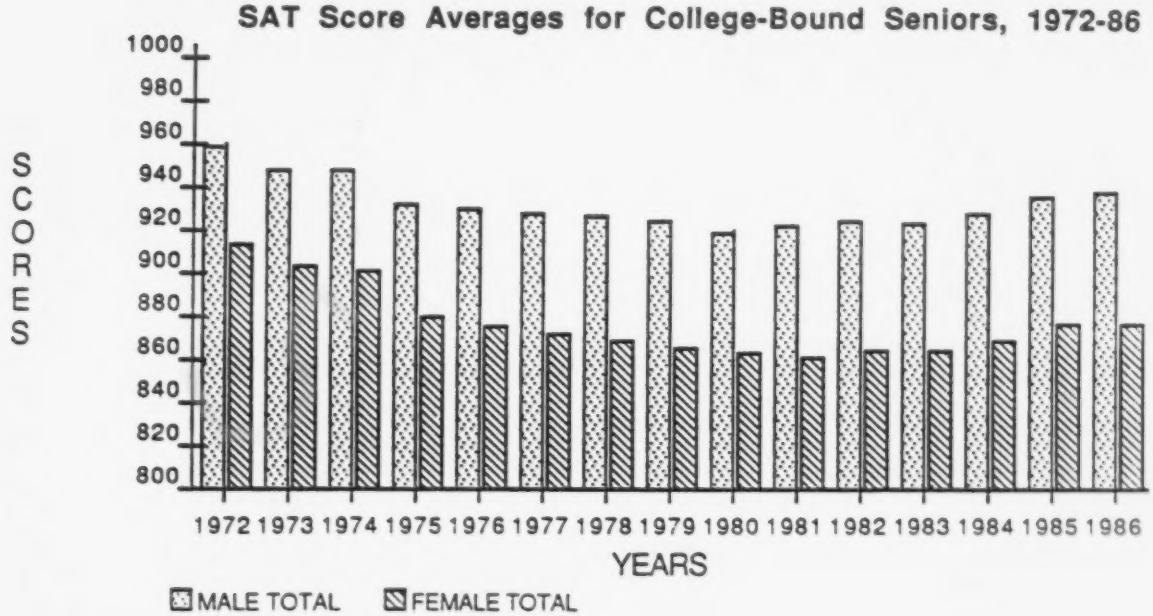
Test discrimination can also instill a life-long loss of self-confidence that cannot be calculated in financial terms.

TESTS UNDERPREDICT GIRLS' ABILITY

The Scholastic Aptitude Test

Nearly 1.5 million high school students annually take the Educational Testing Service's SAT, America's oldest and most widely used college entrance exam. It is composed of two sections, Verbal and Math, each scored on a 200-800 point scale. Thus, the maximum possible SAT score is 1600.

In 1986, girls averaged 61 points lower than boys on the SAT, scoring 50 points lower on the Math section and 11 points lower on the Verbal section.[1] The gap between the sexes has been widening since 1972, particularly on the Verbal section, where girls used to excel.(see chart)



This growing gap is surprising, since ETS' justification for the use of the SAT is that it is supposed to predict high school students' first year college grades. Yet, girls have higher

average grades than boys in both high school and college even during their freshman year.[2] If the SAT predicted equally well for both sexes, girls would score about 20 points higher than boys, not 61 points lower.

The Preliminary Scholastic Aptitude Test

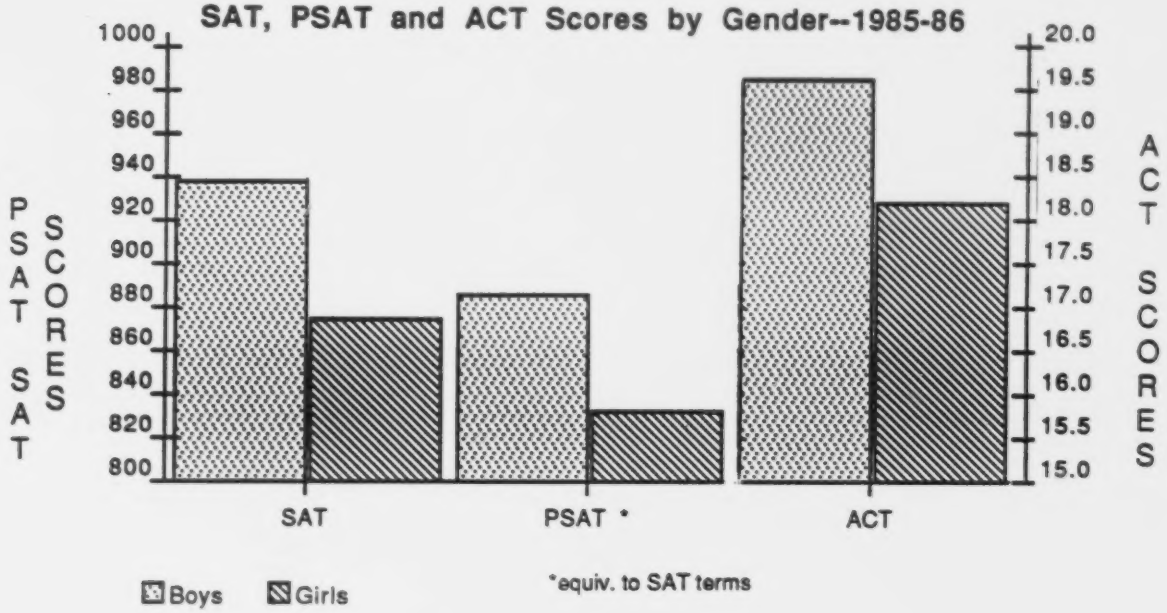
Girls also score lower on the Educational Testing Service's Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) taken by 1.1 million high school juniors. ETS promotes this as a practice test for the SAT, but the National Merit Scholarship Corporation awards over $23 million in student scholarships to the highest scorers on this test.[3]

Like the SAT, the PSAT/NMSQT has two parts, Verbal and Math. Each is scored on a scale of 20-80. Test-makers claim an approximation of future SAT scores can be obtained by multiplying PSAT/NMSQT scores by ten. In 1985-86, girls' average PSAT/NMSQT scores were 53 points (in SAT terms) lower than boys' scores.[4] In 1986-87, girls averaged 54 points lower: 13 points lower in Verbal and 41 points lower in Math.

American College Assessment Test

An alternative college entrance exam to the SAT is the American College Testing Program's ACT Assessment. This test is taken by nearly a million students each year, predominantly in the Mid-West, Southwest and South. The ACT has four sections: English Usage, Mathematics Usage, Social Studies and Natural Science. The test is scored on a scale that ranges from 1 to 36.

In 1985-86, men averaged 2.8 ACT score units higher than women on the mathematics test, 2.5 units higher on the natural science test, and 1.7 units higher on the social studies test. Women averaged 1.0 units higher than men on the English test. Overall, women averaged 6.0 units lower on the ACT than men.[5](see chart)



TEST SCORES AND ACCESS

Nearly all of America's 1500 accredited four-year colleges and universities require applicants to submit ACT or SAT scores.[6] Many colleges employ strict cut-off scores. For instance, Arizona residents must achieve an ACT score of 21, or SAT score of 930, even to be considered for admission at Arizona State University in Tempe.[7] Out-of-state applicants face even more stringent requirements of 23 on the ACT or 1010 on the SAT. At the University of Texas at Austin, out-of-state applicants will not be considered for admission unless they

have an aggregate SAT score of 1100 or ACT score of 27.(8)

Other colleges use test results in an admissions formula. The University of California at Berkeley, for example, adds the total SAT score, the results of three ETS Achievement Test scores (where females also receive lower scores, except in writing and literature) and the Grade Point Average (multiplied by 1000) to rank candidates. Last fall, successful applicants at Berkeley with a straight-A high school record (4.0 GPA) needed to average over 600 on all three achievement tests, and on each part of the SAT. Those with lower grades needed even higher test scores to gain admission.[9]

Some universities require minimum test scores for admission to competitive programs. Purdue University, for example, has no minimum SAT score for applicants in general but its engineering school requires a 900 SAT score.[10] At Fairmont State College in West Virginia, applicants for general degree programs require a GPA of 2.0 or a minimum ACT of 14. For the Allied Health and Nursing Program, Fairmont applicants must have a minimum GPA of 3.3 and a 32 composite ACT score.[11]

(A list of colleges and universities that require specific cut-off scores or use SAT or ACT scores as part of a numerical formula, either for general admission or for a competitive program, is included in Appendix I).

Low Test Scores Reduce Girls' Perceptions of Own Abilities

Low test scores can often become a self-fulfilling prophecy. National Organization for Women (NOW) President Eleanor Smeal has

observed that "girls internalize their scores, and believe that they can't compete, so they do not even apply to selective institutions."[12] Evidence recently compiled by Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, supports Smeal's conclusion. Boyer reported in College: The Undergraduate Experience in America that 62% of the students questioned said they lowered their college expectations after receiving their ACT or SAT scores.[13] Since these tests underpredict girls' academic abilities, low test scores discourage many girls from applying to competitive colleges and others from pursuing math or science careers.

Low Test Scores Reduce Entry into 'Gifted' Programs

A large number of academic enrichment programs are offered to students with high ACT, PSAT or SAT scores. Due to their lower scores, fewer of these opportunities are offered to females. This means they not only lose the opportunity to enhance or accelerate their high school program, but also have less impressive resumes of extracurricular academic activities to present on college applications.

In New Jersey, honors students in science and social science with high PSAT scores are nominated to attend the Governor's School, a summer enrichment program held on college campuses. Sixty-five of the 100 students invited to attend the science school this year will be males and 35 females.[14] High PSAT scores and high grade point averages are also used to select one student from each high school in New Jersey to attend the

New Jersey Scholars Program, held at the Lawrenceville School each summer.[15]

In Washington, D.C., students with high SAT math scores are offered the opportunity to take advanced math courses on college campuses during the summer.[16] Additionally, high scoring students whose parents can afford summer school tuition have a smorgasbord of opportunities to develop their "giftedness." Summer enrichment courses are offered by all the Ivy League schools and other elite colleges such as Stanford. One high school guidance counselor estimates that at least 25% of the competitive schools (those with high numbers of applicants) are offering some kind of summer program for outstanding high school students with high PSAT or SAT scores.[17]

Well-known preparatory schools such as Northfield-Mt. Hermon in Deerfield, Massachusetts, the George School in Newtown, Pennsylvania, and Blair Academy in Blairstown, New Jersey also offer summer gifted programs with courses in advance mathematics, college science, computer science, languages, literature, the arts and, ironically, PSAT and SAT coaching.[18]

Johns Hopkins University's Center for the Advancement of Academically Talented Youth (CTY) uses test scores in its search for 'precocious' junior high school students. This year, 26,870 seventh grade boys and girls in nineteen states took the SAT (designed for college-bound seniors) to see if they are mathematically or verbally talented.[19] Elementary school students qualify to take the SAT by scoring in the upper 3% on the mathematics section of a national standardized achievement

test. Those who receive 500 or over on the Math or Verbal sections are invited to attend one of the five summer camps for gifted students run by Johns Hopkins on the east and west coasts.[20] Those who do not achieve these levels may suffer a blow to their self-esteem and consequently lower their expectations about their future SAT performance.

In 1987 an equal number of girls and boys took the SAT but invitations to attend the Johns Hopkins summer program have been extended to 2,594 boys and 1,081 girls who scored 500 and over on the SAT math.[21]

TEST SCORES AND SCHOLARSHIPS

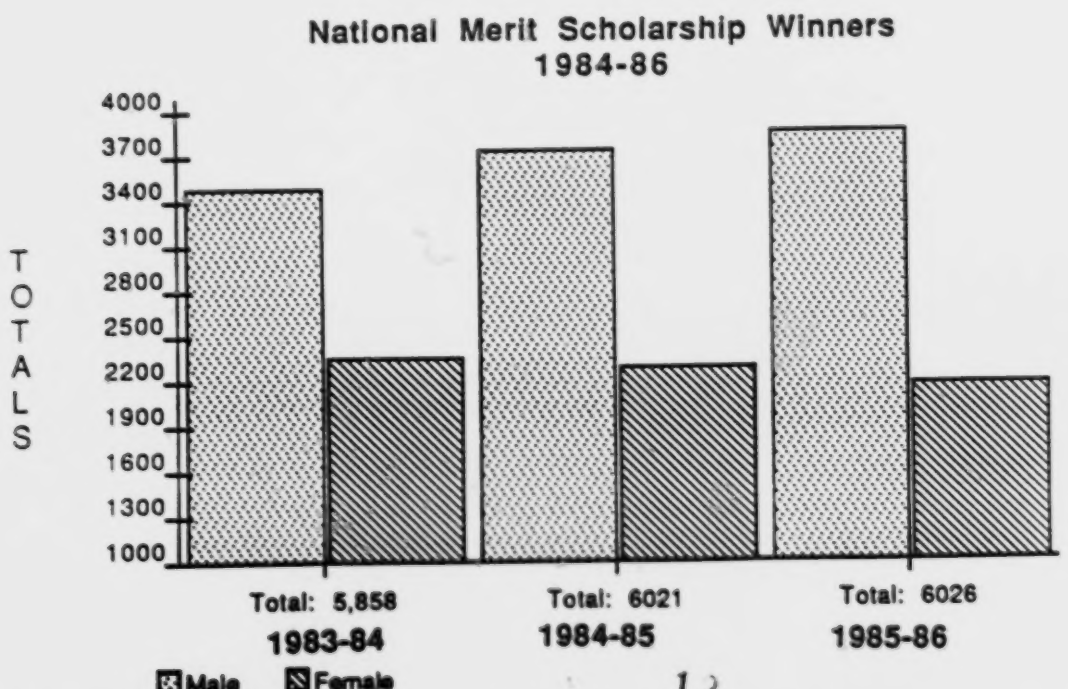
The use of these exams by scholarship agencies results in less scholarship money for female college students. Scholarships awarded by over 750 corporations, foundations, government agencies, professional organizations and unions each year are influenced by ACT, PSAT, or SAT scores. Most of these organizations refuse to provide a gender or racial breakdown of scholarship recipients. However, FairTest was able to obtain lists of scholarship finalists from two of America's largest "merit" scholarship programs, the National Merit Scholarship Corporation which annually awards $23 million worth of scholarships, and New York's Empire State and Regents Scholarship programs, worth $40 million a year.

National Merit Scholarship Plan

The National Merit Scholarship Corporation offers students the country's most prestigious awards for academic excellence. Over $23 million in grants and awards are given annually to students with the highest Preliminary Scholastic Aptitude Test (PSAT) scores by some 670 corporations, foundations, professional organizations, colleges and universities.[22]

In 1985-86, only 36% of the National Merit Scholarship recipients were female while 64% were male.[23] More boys won in every state except Montana and Hawaii.[24]

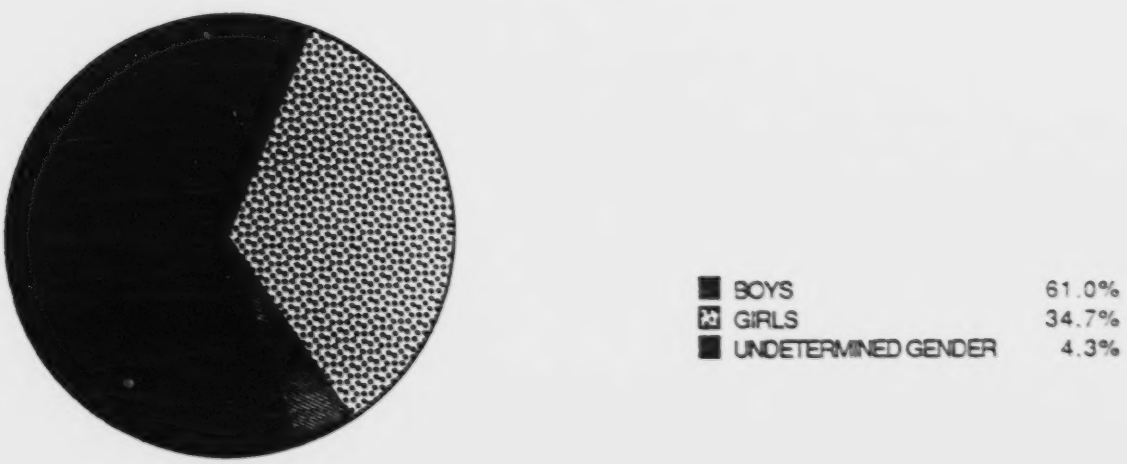
Although the total number of merit scholarships awarded has increased, the number and percentage of female recipients has decreased noticeably in the past three years. In 1983-84, 2,355 Merit Scholars were female (40.2% out of 5,858 total awards); in 1984-85, 2,281 (37.9% out of 6,021); and in 1985-86, 2,169 (36% of 6,026).[25]



In order to become eligible to win a National Merit Scholarship, high school students must first qualify as National Merit semi-finalists. Becoming a semi-finalist is based exclusively on PSAT scores. To "get a better mix of boys and girls," National Merit uses a formula of doubling the Verbal score and adding the Math score to rank candidates.[26] However this manipulation doesn't eliminate the impact of the test's bias. Since girls receive lower verbal scores as well as lower math scores, the formula doesn't help much. In 1986-87, their average qualifying score was 65 points lower than the scores of the boys.[27] In 1978-88 it was 67 points lower.[28]

Semi-finalist status is given to students whose PSAT scores (twice Verbal plus Math score) rank them in the top half of 1% in each state. In 1986-87, 61% of the 15,507 semi-finalists were males, and only 34.7% were females. (The gender of 4.3% could not be determined by name.)

1986-87 National Merit Scholarship Semi-Finalists



In order to obtain scholarship money, semi-finalists submit information about their academic records, extracurricular activities, leadership potential and intended college major, along with their principal's recommendation to the National Merit Scholarship Program's selection committee. Students must also duplicate their high PSAT score with "an equivalent high Scholastic Aptitude Test performance," which again works against lower-scoring females. The National Merit Scholarship Committee then awards the distinction of National Merit finalist to about 90% of the 15,000 semi-finalists. In 1985-86, of the 13,777 Merit finalists, 64.1% were male and 35.9% were female.[29] Finalists are eligible to receive one of the approximately 6,000 annual grants, ranging in value from $250 to $8,000 per year.[30]

The National Merit Scholarship Program also administers the awarding of 1,179 "Special" corporate scholarships worth $7.6 million. These scholarships are awarded to students with scores below the finalist level who are interested in a career the grantor wants to encourage or who live in a community where the company has offices.[31] (See Appendix II for a list of corporate and business sponsors of Special Scholarships in 1985-86.)

National Merit Semi-Finalists for 1986-87

State by State Breakdown by Gender*

STATE:	# GIRLS:	% GIRLS:	# BOYS:	%BOYS:	# UNKNOWN:	TOTAL:
Alabama	82	36.4%	140	62.2%	3	225
Alaska	12	44%	13	48%	2	27
Arizona	55	33.7%	99	60.7%	9	163
Arkansas	47	29.3%	110	68.8%	3	160
California	495	35.4%	817	58.3%	88	1,400
Colorado	70	35%	120	60.6%	8	198
Connecticut	81	33.3%	152	62.5%	10	243
Delaware	10	23.2%	30	69.8%	3	43
D.C.	25	38.5%	39	60%	1	65
Florida	176	32.9%	326	61%	32	534
Georgia	123	36.1%	217	64%	1	341
Hawaii	35	46.7%	34	45%	6	75
Idaho	13	20.6%	49	77.8%	1	63
Illinois	258	33.8%	472	61.9%	33	763
Indiana	134	34.4%	247	63.3%	9	390
Iowa	85	35.6%	148	62%	6	239
Kansas	64	39.7%	86	53.4%	11	161
Kentucky	75	31.9%	153	65.1%	7	235
Louisiana	87	32.4%	168	62.7%	13	268
Maine	28	32.1%	56	64.4%	3	87
Maryland	116	33.9%	206	60.2%	20	342
Massachusetts	178	35.3%	308	61.2%	17	503
Michigan	218	32.4%	426	63.4%	28	672
Minnesota	125	37.1%	203	60.2%	9	337

*Gender has been determined by name. In cases of ambiguity, the name has been classified as "unknown".

National Merit Semi-Finalists 1986 (continued)

State:	# GIRLS:	% GIRLS:	# BOYS:	%BOYS:	# UNKNOWN:	TOTAL:
Mississippi	44	29.5%	102	68.4%	3	149
Missouri	131	37.8%	192	55.3%	24	347
Montana	32	51.6%	26	41.9%	4	62
Nebraska	39	30.2%	80	62%	10	129
Nevada	19	38%	30	60%	1	50
New Hampshire	45	35.4%	79	62.2%	3	127
New Jersey	170	33%	327	63.5%	18	515
New Mexico	24	26.6%	65	72.2%	1	90
New York	373	32%	730	62.7%	62	1,165
North Carolina	155	39.2%	232	58.7%	8	395
North Dakota	20	41.6%	25	52%	3	48
Ohio	314	39.9%	446	56.7%	27	787
Oklahoma	55	26.6%	138	66.6%	14	207
Oregon	58	36.7%	93	58.9%	7	158
Pennsylvania	303	34.1%	545	61.5%	38	886
Rhode Island	22	33.3%	44	64.7%	2	68
South Carolina	80	34.7%	142	61.7%	8	230
South Dakota	19	39.5%	26	54.2%	3	48
Tennessee	115	38.2%	176	58.5%	10	301
Texas	295	31.8%	579	62.4%	54	928
Utah	41	36.6%	66	58.9%	5	112
Vermont	11	30.5%	24	66.6%	1	36
Virginia	131	35.2%	224	60.2%	17	372
Washington	86	35.5%	135	55.8%	21	242
West Va.	54	40%	79	58.5%	2	135
Wisconsin	111	31.6%	227	64.7%	13	351
Wyoming	13	37.1%	19	54.3%	3	35
TOTAL	**5,352**	**34.7%**	**9470**	**61%**	**685(4.3%)**	**15507**

New York Empire State and Regents Scholarships

New York State's Merit Scholarships, worth over $40 million annually, are awarded to students in each of New York's counties who have the highest ACT or SAT scores. In 1986-87, of the 1,000 Empire State Scholarships of Excellence awarded, 720 were awarded to boys, while only 280 went to girls.

Males also won more of New York State's 25,000 Regents College Scholarships, which are exclusively determined by SAT or ACT scores, and worth up to $1,250 each. Of the 109,266 students who competed for the scholarships, 47% were male and 53% were female. However, 57% of the 25,277 winners were male and 43% were female.[32]

Once FairTest and the New York Public Interest Research Group (NYPIRG) made this discrepancy public, the New York State Board of Regents moved swiftly. Acknowledging that women's lower SAT scores kept them from receiving their fair share of merit scholarships, the Regents voted unanimously to ask the legislature for funds to develop a new, unbiased test.[33]

Other Scholarship Programs Tied to Test Scores

A computer print-out from a typical northeastern high school guidance office lists 134 scholarships tied to test scores.[34] These "merit" scholarships are given by unions, fraternal organizations, religious institutions, corporations (mainly sponsoring children of employees), professional organizations, and the military. Some of these scholarships are allocated exclusively on the basis of ACT, PSAT or SAT scores while others are awarded to students with high test scores in combination with

high grades, an interest in pursuing a particular course of study, and/or financial need. Engineering societies predominate, giving more career-based merit awards than any other group. (A partial listing of private scholarships based on SAT and ACT scores can by found in Appendix III.)

To Those With High Scores, Much More Is Given

In the escalating competition for top students, "merit" scholarships are increasingly used in college and university recruitment. According to a 1984 study, more than 85% of the private four-year schools and nearly 90% of the public institutions offer no-need scholarships for academic excellence, and substantially more of these are being offered now than even five years ago.[35] In private, four-year colleges, 44.7% of this no-need money is taken from tuition and fee income.[36]

Last year, one New Jersey student who received a $4,000 Garden State Distinguished Scholarship (awarded to students with high SAT scores and high grades), found his mailbox full of additional scholarship offers. Thirteen New Jersey colleges offered him grants ranging from $2,000 to $12,000. Drew University in Madison, N.J., also mentioned that it offers $48,000 to students who score 1350 or better on the SAT and $32,000 to students with 1300 SATs.

Two out-of-state colleges offered this student "Honors" scholarships outright, ranging from $500 to $10,000. Sixteen other colleges and universities told him he qualified for their merit scholarships, some of which covered full tuition. In addition, eight universities--including the Universities of

Michigan, Indiana, and Delaware--offered him admission to their Honors Programs in which a small, select group of academically-talented students attend a smaller college within the university. They are given enriched academic programs, honors grants, and live together in a separate residence hall.[37]

MINORITY FEMALES: DOUBLE JEOPARDY

Minority female high school students are doubly penalized by both gender and racial biases of the SAT. As the following chart documents, males outscore females in every ethnic group:

Average SAT Scores

	Females	Males	Diff.
Asian-Pacific Americans	897	946	-49
Black	705	748	-43
Mexican-American	775	845	-70
Native Americans	790	855	-65
Puerto Rican	744	820	-76
White	912	969	-57
National Average	877	938	-61

--*from* Profiles of College Bound Seniors, 1985
by Leonard Ramist and Solomon Arbeiter, CEEB 1986.

Using New York State's Truth-in-Testing law, which required test publishers to make public old copies of their university admissions tests, FairTest recently examined fifteen Scholastic Aptitude Tests. Many questions required students to be familiar with the activities and vocabulary of upper middle class suburban Americans such as golfing, tennis, pirouettes, property taxes, kettledrums, minuets, melodeons, tympanists, polo and horseback riding [see appendix IV]. Students not familiar with these culturally-specific activities cannot obtain the high SAT scores needed to enter America's selective colleges and universities, or receive financial aid awards from private and government agencies.

WHY THE GENDER GAP?

Some test company officials, such as Robert Cameron of the College Entrance Examination Board, insist there is no problem.[38] Other officials, such as ETS President Greg Anrig, have suggested that the gender gap is caused by the fact that more females take the tests than males.[39] Anrig and other test company executives argue that the larger pool of girls includes many with low test scores which in turn reduces the average female score.

The test publishers' hypothesis can be rejected on at least two grounds: more Asian boys than Asian girls, and almost the same number of Mexican-American boys and girls take the test. Yet statistical evidence reveals that the gap between the sexes remains.[40] Secondly, twice as many boys as girls achieve SAT scores of over 650.[41] If the scoring gap were caused solely by the larger pool of girls taking the exam, females should still attain the same percentage of high scores as males.

By explaining the gap solely in terms of numbers, testing companies have failed to address the concerns raised by many researchers who have been working in this field. Is the strictly-timed, multiple-choice format of these standardized tests a source of bias, as initial research indicates? Does the male-oriented nature of many of the exam questions inhibit girls' performance? Are the tests dominated by topics in which boys have traditionally done better than girls? (See Appendix V).

Whatever the reasons, the fact remains that college admissions tests which underpredict women's abilities not only

diminish their chances of entry into competitive colleges, but also result in less than equal opportunity for college preparation and merit scholarship money. This means real dollar loss for them in later life, as they receive lower-level jobs, earn less money, and have fewer leadership opportunities. Test discrimination can also create a life-long loss of self-confidence that cannot be calculated in dollars.

FOOTNOTES

1. Admissions Testing Program of the College Board, National Report College-Bound Seniors, 1986. The 61 point scoring gap between the sexes is for the one million plus high school seniors who took the SAT.

2. Mary Jo Clark and Jerilee Grandy, Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers. College Board Report No. 84-8; College Entrance Examination Board, New York, 1984.

3. National Merit Scholarship Corporation, Annual Report 1985-86, Evanston, Illinois, 1986, pp.3-9.

4. Preliminary Scholastic Aptitude Test scores for 1985-86 reported in telephone conversation with Thomas Ewing, Corporate Publicity Associate, Educational Testing Service, Princeton, New Jersey, November 1986.

5. ACT Public Affairs Division, ACT Issuegram Number 8, Iowa City, Iowa, February 1987.

6. The colleges and universities which no longer require the ACT or SAT exams include such selective institutions as Bates College, Bowdoin College, Union College and the University of Wisconsin at Madison.

7. College Admissions Data Handbook, 1986-87, Orchard House, Inc, Concord, MA.

8. Ibid

9. University of California at Berkeley, telephone conversation with Admissions Office, November 1986.

10. Telephone conversation with Purdue University Admissions Office, April, 1987.

11. College Admissions Data Handbook, op.cit.

12. FairTest Conference, "Testing Reform Initiatives: 1987 & Beyond", December 11, 1986.

13. Ernest L. Boyer, College:The Undergraduate Experience in America, Harper and Row Publishers, New York, 1987, pp.33-34.

14. Office of the Governor's School, Drew University, Madison, New Jersey, telephone conversation with Dr. Robert Fenstermacher, Director of the Science Program, April 1987.

15. Holmdel High School Director of Guidance Dennis Bye, Holmdel, New Jersey, March 1987.

16. Wilson High School Guidance Counselor Mr. Carrault, Washington, D.C., March 1987.

17. Holmdel High School Director of Guidance Dennis Bye, Holmdel, New Jersey, March 1987.

18. Brochure of the Summer Institute for the Gifted Program, the George School and Blair Academy. Sponsored by College Gifted Programs in cooperation with Thomas A. Edison State College. For Summer 1987.

19. The Johns Hopkins University Center for the Advancement of Academically Talented Youth, The 1987 CTY Talent Search Report, Baltimore, Maryland, Spring 1987.

20. Telephone conversation with CTY office at Johns Hopkins University, March 1987.

21. The Johns Hopkins University Center for the Advancement of Academically Talented Youth, op.cit.

22. National Merit Scholarship Corporation, Annual Report 1985-86, Evanston, Illinois, 1986, pps. 5-6.

23. Op.cit., p.23.

24. Ibid.

25. Mary Moran, Student Financial Aid and Women: Equity Dilemma? Association for the Study of Higher Education, Washington, D.C. 1986, p.16. This data is especially disturbing since women in the freshman year are twice as likely as men to be self-supporting.

26. National Merit Scholarship Program, Guide to the National Merit Scholarship Program. Evanston, Illinois, September 1986, p.4.

27. PSAT/NMSQT Summary Report for New Jersey, 1986, published by the College Entrance Examination Board, 1987.

28. PSAT scores reported over the telephone by Thomas Ewing, Corporate Publicity Associate, Educational Testing Service, Princeton, New Jersey, November 1986.

29. National Merit Scholarship Corporation, Semifinalists in the Thirty-second Annual (1987) Merit Scholarship Competition, Evanston, Illinois, 1986.

30. National Merit Scholarship Corporation, Annual Report 1985-86, Evanston, Illinois, 1986, pps.6-7.

31. Ibid.

32. Jeffrey Schmalz, "Regents Use a New Exam for Aid Grants", The New York Times, Saturday, March 21, 1987.

33. Ibid.

34. Obtained from the Holmdel High School Guidance Office (N.J.)

35. William Van Duesen and Hal Higginbotham, The Financial Aid Profession at Work: a Report on the 1983 Survey of Undergraduate Need Analysis Policies, Practices and Procedures, College Entrance Examination Board, New York, 1984, pp.31-34.

36. Ibid.

37. Letters on file.

38. "Low SAT Scores Perplex Women," New York Times, August 3, 1986. (Note: The College Board is the organization that hires ETS to produce the SAT.)

39. "Women's SAT Scores are Lower -- But Why?" USA Today, October 15, 1986.

40. Leonard Ramist and Solomon Arbeiter, Profiles, College-Bound Seniors, 1985, The College Entrance Examination Board, New York, 1986, pp.12-82.

41. Ibid.

Appendix I

Colleges that Employ Cut-Off Admisssions Scores or Utilize Test Scores in a Qualifying Admissions Formula

Nearly 300 four-year accredited colleges and universities have either absolute cut-off scores or specify a cut-off score as a leading component of their admissions program for all or one of their programs, or utilize test scores in a qualifying numerical formula. The following is the list of those colleges and universities.

Institution:

Abilene Christian University
Akron University
Alabama State University
University of Alabama, Birmingham
Albany State College
Alcorn State University
Allentown College of St. Francis de Sales
Alma College
Alvernia College
Angelo State University
Arizona State University
University of Arizona
Arkansas College
Arkansas State University
University of Arkansas, Fayetteville
Armstrong State College
Auburn University
Augusta College
Austin Peay State University
Avila College
Ball State University
Belmont College
Bemidji State University
Benedictine College
Bethany College
Bethel College
Black Hills State College
Bluefield State College
Bluffton College
Butler University
California Baptist College
California Polytechnic State University
California State College, Bakersfield
California State College, San Bernadino
California State Polytechnic
California State University, Carson
California State University, Chico
California State University, Fresno

California State University, Fullerton
California State University, Haywood
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
California State University, Turlock
California University of Berkeley
California University of Davis
California University of Irvine
California University of Los Angeles
California University of Riverside
California University of Santa Barbara
California University of Santa Cruz
Cameron University
Castleton State College
Centenary College of Louisiana
Central College
Central Florida University
Central Missouri State
Central State University
Chicago State University
CUNY, Bernard M. Baruch College
CUNY, Brooklyn
CUNY, City College
CUNY, College of Staten Island
CUNY, Hunter College
CUNY, Queens
Colorado University of Colorado Springs
Colorado University of Denver
Columbia Union College
Concord College
Concordia College
Dakota Wesleyan University
Dana College
DeVry Institute of Technology, Chicago
DeVry Institute of Technology, City of Industry
DeVry Institute of Technology, Columbus, Ohio
DeVry Institute of Technology, Decatur, Georgia
DeVry Institute of Technology, Irving, Texas
DeVry Institute of Technology, Lombard, Illinois
Dickenson State College
East Central University
East Tennessee State University
East Texas State University
Eastern College
Eastern Illinois University
Eastern Kentucky University
Eastern Mennonite College
Eastern New Mexico University
Embry Riddle Aeronautical University
Evansville University
Fairmont State College
Felician College
Florida Atlantic University

Florida Southern College
Florida State University
Florida University of Gainesville
Fort Wayne Bible College
Georgia University of Athens
Georgian Court College
Glenville State College
Graceland College
Houston Baptist University
University of Houston, Houston
Humbolt State University
Illinois State University
Indiana State University, Terre Haute
Indiana University, Bloomington
Indiana University, Gary
Indiana University, Kokomo
Indiana University, Northwest
Indiana University, Purdue University at Indianapolis
Indiana University, South Bend
Iowa State University, Ames
Iowa University of Iowa City
Jackson State University
Jacksonville State University
Jacksonville University
John Brown University
Kent State University
Kentucky State University
Kentucky Wesleyan College
La Roche College
Lamar University
Lander College
Lewis-Clark State College
Loras College
Louisiana College
Loyola University
Maine, University of, Fort Kent
Maine, University of, Presque Isle
Mankato State University
Marsfield University of Pennsylvania
Mary Hardin-Baylor, University of Belton, Texas
Maryland, University of, Eastern Shore
Massachusetts, University of, Amherst
McMurry College
Mercyhurst College
Memphis State University
Mesa College
Metropolitan State College, Denver
Miami Christian College
Middle Tennessee State University
Mississippi College
Mississippi State University
Mississippi, University of
Mississippi, University for Women
Mississippi, Valley State University
Missouri Southern State College

Missouri, University of, Kansas City
Missouri Western State College
Mobile College
Molloy College
Montana College of Mineral Science and Technology
Moorhead State University
Morehouse College
Morgan State University
Mt. St. Clare College
Mt. Vernon Nazarene College
Nebraska, University of, Lincoln
Nebraska, University of, Omaha
New England, University of, Biddeford
New Mexico Institute of Mining & Technology
New Mexico State University
New York Institute of Technology
New York University
Nicholls State University
North Alabama, University of
North Arizona University
North Carolina Agricultural and Technical
North Carolina, University of, Asheville
North Carolina, Universty of, Charlotte
North Central College
North Florida, University of, Jacksonville
North Texas State University, Denton
Northeast Missouri State University
Northeastern Oklahoma University
Northern Colorado, University of, Greenley
Northern Illinois University
Northern Kentucky University
Northern State College
Northwestern College
Northwestern Oklahoma
Ohio State University
Oklahoma Baptist College
Oklahoma Panhandle State University
Oklahoma, University of, Norman
Old Dominion University
Oregon State University
Oregon, University of, Eugene
Pikeville College
Portland State University
Portland, University of, Portland
Quincy College
Rio Grande College
St. Ambrose College
St. Cloud State University
St. Francis College (Pennsylvania)
St. Leo College
St. Louis College of Pharmacy
St. Mary's College of Maryland
St. Mary, College of Omaha, Nebraska
St. Mary's University
St. Paul Bible College

San Francisco State University
San Jose State University
Savannah State College
Science and Arts of Oklahoma, University of Chichaska
Shepard College
Sioux Falls College
Sonona State University
South Alabama, University of, Mobile
South Carolina, University of, Aiken
South Carolina, University of, Conway
South Carolina, University of, Spartanburg
South Dakota School of Mining and Technology
South Dakota State University
South Florida, University of, Tampa
South Nazarene, University of
South West Texas State University
Southeast Missouri State University
Southeastern Louisiana University
Southern Arkansas University
Southern College of Seventh Day Adventist
Southern Colorado, University of
Southern Illinois at Carbondale
Southern Illinois University
Southern Louisiana, University of Lafayette
Southern Mississippi, University of Hattiesburg
Southern Oklahoma University
Southern Oregon State
Southwest State University
Southwestern Oklahoma State University
Spalding University
Spring Arbor College
Sue Ross University
Stockton State College
SUNY College of Environmental Science and Forestry
SUNY College of Geneseo
SUNY College of New Paltz
SUNY College of Old Westbury
Talladega College
Tarleton State University
Tennessee State University
Tennessee Technological University
Tennessee, University of, Chattanooga
Tennessee, University of, Knoxville
Tennessee, University of, Martin
Texas A & M University
Texas A & Z University
Texas College
Texas Tech. University
Texas, University of, Arlington
Texas, University of, Austin
Texas, University of, El Paso
Texas, University of, San Antonio
Thomas Moore College
Toledo, University of
Transylvania University

Trevecca Nazarene College
Trinity College
Tusculum College
Tuskegee University
Union University
United State Merchant Marine Academy
Valley City State College
Virginia, University of, Wise, W. Virginia
Warren Wilson College
Wayne State University
Weber State College
West Liberty State College
West Virginia Institute of Technology
Western Connecticut State University
Western Illinois University
Western Kentucky University
Western Michegan University
Western Oregon State College
Wheeling College
Winona State University
Winston-Salem State University
Wisconsin, University of, LaCrosse
Wisconsin, University of, Kenosha
Wisconsin, University of, Parkside
Wisconsin, University of, Superior
Wisconsin, University of, Whitewater
York College of Pennsylvania

Appendix II

List of Corporations who give Special Merit Scholarships, administered by the National Merit Scholarship Program:

Abex Foundation Inc.
Acushnet Foundation
Albany International
Alco Standard Foundation
Allied Van Lines Memorial Fund
Amcast Industrial Foundation
American District Telegraph Company
American Express Foundation
American Optical Foundation
The American Tobacco Company
AmeriTrust Corporation
Ametek Foundation, Inc.
Amfac Inc.
Arthur Andersen & Co. Foundation
Armstrong Rubber Company Fdn., Inc.
Armstrong World Industries, Inc.
The Aro Corporation
Avery International
Bank of America-Giannini Foundation
BASF Corporation Chemicals Division
BASF Corporation-Fibers Division
BASF Corporation Inmont Division
Basic American Foods company
Bell & Howell Foundation
Bemis Company Foundation
Loren M. Berry Foundation
The Black & Decker Corporation
Blue Bell Foundation
The Bristol-Meyers Fund, Inc.
Brockway Glass Company Foundation
Brown & Williamson Tobacco Corporation
Browning-Ferris Industries, Inc.
Burndy Corporation
Burroughs Wellcome Co.
Carson Pirie Scott Foundation
Carter-Wallace, Inc.
Castle & Cooke, Inc.
Celanese Corporation
Central Soya Foundation, Inc.
Centronics Data Computer Corp.
Charter Medical Corporation
Chesebrough-Pond's Inc.
The Clorox Company Foundation
Collins & Aikman Corporation
Combined International Corporation
Combustion Engineering, Inc.
Communications Satellite Corporation
Consolidated Papers Foundation, Inc.
Consolidation Coal Company
The Continental Corporation Foundation
Continental Grain Foundation
Crompton & Knowles Foundation, Inc.
Crum and Forster Foundation
Dart & Kraft Foundation

Data General Corporation
Del Monte Corporation
Diamond Shamrock Corporation
A. B. Dick Company
Dillingham Corporation
R. R. Donnelley & Sons Company
Dow Jones Foundation
Dresser Foundation, Inc.
EDT Group of Penn Central Corporation
The El Paso Natural Gas Company
Equimark Corporation
Estee Lauder Inc.
Ex-Cell-O Corporation
Fafnir Bearing Division of
The Torrington Company
The Filene Charitable Foundation
Firestone Trust Fund
First Fidelity Bancorporation
First Interstate Bank of Arizona, N.A.
Educational Foundation
Fischbach Corporation
Fischer & Porter Co.
Florida Steel Corporation Fdn., Inc.
Gannett Foundation, Inc.
General Foods Corporation
Gleason Memorial Fund, Inc.
W.W. Grainger, Inc.
GrandMet USA, Inc.
Great American Insurance Company
Great Northern Nekoosa Fdn., Inc.
Gulf + Western Foundation
Harsco Corporation Fund
Helene Curtis Industries, Inc.
Henkel Corporation
HMI Holdings, Inc.
Hobart Corporation
Hoffmann-LaRoche Inc.
Homestake Mining Company
Geo. A. Hormel & Company
Hospital Corporation of America
Illinois Tool Works Foundation
Insilco Corporation
Interlake Foundation
Ivey Trust Fund
Johnson & Higgins
Johnson Worldwide Associates, Inc.
The Johnson's Wax Fund, Inc.
Kaman Corporation
The Kennametal Foundation
Kenosha Foundation
Kerr-McGee Corporation
Kidde Consumer Durables Corp.
Kidder, Peabody & Co., Incorporated
Knight-Ridder Newspapers, Inc.
Kraft, Inc.
Leeds & Northrup Foundation
Lennox Foundation
Libby, McNeill & Libby, Inc.
The Liberty Corporation Foundation
Thomas J. Lipton Foundation, Inc.
Lloyds Bank California
Loews Foundation

The LTV Foundation
Mattel Foundation
The McGraw-Hill Foundation, Inc.
Estate of John E. McKeen
McKesson Foundation, Inc.
McNeilab, Inc.
Mellon Bank N.A.
Edwin T. Meredith Foundation
Midland-Ross Foundation
Minnesota Mining and Manufacturing Co.
Mitchell Energy & Development Corp.
The Modine Foundation, Inc.
Monsanto Fund
Morgan Guaranty Trust Company
G. C. Murphy Company Foundation
Murphy Oil Corporation
Nabisco Foundation
Nalco Chemical Company
National Distillers Distributors Fdn.
National Medical Enterprises, Inc.
National Starch & Chemical Fdn., Inc.
Nestle Foods Corporation
New Jersey Manufacturers Insurance Co.
Norfolk Southern Foundation
Ortho Pharmaceutical Corporation
Owens-Corning Fiberglas Corporation
Frank E. and Seba B. Payne Foundation
Pechiney Corporation
The Penn Mutual Charitable Trust
PepsiCo Foundation, Inc.
Pet Incorporated
Petrolane Incorporated
Pfizer Inc.
Phelps Dodge Foundation
The Jesse Philips Foundation
PPG Industries Foundation
The Proctor & Gamble Fund
Prudential-Bache Foundation
Public Service Co. of New Hampshire
Puritan-Bennett Corporation
The Quaker Oats Foundation
Quanex Foundation
Quasar/Matsushita Industrial Company
Raytheon & Local 1505 IBEW
RB&W Corporation
The Richman Brothers Foundation, Inc.
The Riegel Textile Corporation Fdn.
RJR Nabisco, Inc.
RKO General, Inc.
St. Joe Minerals Corporation
Sandoz Corporation
Sara Lee Foundation
Schering-Plough Foundation, Inc.
Schlegel Corporation
Service America Corporation
SFN Companies, Inc.
Shaklee Corporation
Shell Companies Foundation, Inc.
Siemens Capital Corporation
Simmonds Precision Products, Inc.
Snap-on Tools Corporation

Robert S. Solinsky Scholarship Fdn.
Sony Corporation of America Fdn. Inc.
The Standard Oil Company
The Stanley Works
State Farm Companies Foundation
Stewart-Warner Foundation
Stranahan Foundation
The Aaron & Lillie Straus Fdn. Inc.
Suburban Propane Gas Corporation
Sun Company, Inc.
Sunshine Biscuits Foundation
Talley Industries, Inc. Foundation
The Tappan Company
Technicon Corporation
Telex Computer Products, Inc.
The Times Mirror Company
Timex Corporation
Henry R. Towne Trust
Transamerica Corporation
Transco Energy Company
Transway International Foundation
Triangle Foundation
Union Bank
Uniroyal, Inc.
United Energy Resources, Inc.
The UPS Foundation
Warner-Lambert Company
Weyerhaeuser Company Foundation
The Williams Companies
Wilson Foods Corporation
Wilson Sporting Goods Co.
The Witco Foundation
Wm. Wrigley Jr. Company
Zapata Corporation

Appendix III

ADDITIONAL SCHOLARSHIPS INFLUENCED BY SAT OR ACT EXAMS
(partial listing)

NAME OF FUNDING ORGANIZATION	NUMBER AWARDED	TEST(S) REQUIRED	AMOUNT AWARDED
Aid Association for Lutherans	400	SAT/ACT	$ 500 to $ 7000 ea
Aid Association for Lutherans (Nursing)	25	SAT/ACT	$ 2000 to $ 7000 ea
American Postal Workers Union	25	SAT/ACT	$ 100,000 total
Continental Can Company	20	SAT	up to $ 10,000 ea
Daughters of Penelope	3	SAT/ACT	$ 2000 or $ 1400 ea
Daughters of the American Revolution	8	SAT/ACT	$ 32,000 total
Dravo Corporation	5	SAT	$ 15,000 total
Glass, Pottery, Plastics Workers Union	4	SAT	$ 36,000 total
Graphics Communications Intern'l Union	10	SAT/ACT	$ 10,000 total
Intern'l Alliance Theatrical Employees	2	SAT/ACT	$ 6,000 total
Intern'l Assoc. of Iron Workers	2	SAT/ACT	$ 12,000 total
Ladies Garment Workers Union	10	SAT	$ 90,000 total
National Eagle Scout	36	SAT/ACT	up to $3,000 ea
Pitney Bowes, Inc.	30	SAT	$ 75,000 total
Portugese Continental Union	9	SAT	$ 3,250 total
Royal Neighbors of America	22	SAT/ACT	$ 48,500 total
Service Employees International Union	11	SAT/ACT	$ 33,000 total
Sperry and Hutchinson Company	50	SAT/ACT	$ 100,000 total
Stanhome Inc.	50	SAT	$ 750 to $ 5000 ea
UNICO	3	SAT/ACT	$ 12,000 total
U.S. Air	5	SAT	$ 5,000 total
Westinghouse	75	SAT	$ 315,000 total
William C. Doherty Scholarship Program (letter carriers union)	15	SAT	$ 48,000 total

Appendix IV

IS THE SAT BIASED?

Each year over 1.5 million students seeking university admissions and scholarships take ETS' Scholastic Aptitude Test (SAT). The following items from recent SATs disclosed under New York's Truth-in-Testing law represent just a small portion of SAT items which discriminate against students who are unfamiliar with the activities of upper-middle class Americans.

1. **RACQUET:TENNIS::**
(A) springboard:diver
(B) horse:polo
(C) glove:boxing
(D) club:golf*
(E) gun:hunting

2. **HEIRLOOM:INHERITANCE::**
(A) payment:currency
(B) belongings:receipt
(C) land:construction
(D) legacy:bill
(E) booty:plunder*

3. **CONSERVATORY:MUSIC::**
(A) anthology:books
(B) aerie:birds
(C) bivouac:army
(D) seminary:religion*
(E) arbor:grapes

4. **SONATA:MUSICAL::**
(A) epic:whimsical
(B) novel:literary*
(C) song:humorous
(D) testimony:rhymed
(E) pantomime:vocal

5. **MINUET:DANCE::**
(A) beret:bowler
(B) clarinet:symphony
(C) chariot:wheel
(D) sonnet:poem*
(E) gown:petticoat

6. **PIROUETTE:DANCER::**
(A) touchdown:referee
(B) motivation:coach
(C) somersault:acrobat*
(D) model:sculptor
(E) rink:skater

7. **MELODEON:ORGANIST::**
(A) reveille:bugler
(B) solo:accompanist
(C) crescendo:pianist
(D) anthem:choirmaster
(E) kettledrum:tympanist*

8. **BRIDLE:HORSE::**
(A) bone:dog
(B) olive branch:dove
(C) valor:soldier
(D) precept:conduct*
(E) devotion:duty

*** wanted answer**

Family Income	Average SAT
Over $50,000	998
$40,000 - $49,999	968
$30,000 - $39,999	947
$24,000 - $29,999	927
$18,000 - $23,999	900
$12,000 - $17,999	877
$ 6,000 - $11,999	824
Under $6,000	771

(from Ramist and Arbeiter, Profiles, College Bound Seniors, 1983, p.7)

-- ETS ON TEST BIAS --

In 1970, ETS reacted to charges that their tests were biased by adding one "minority-oriented" reading passage to the SAT. In 1974 Stephen Brill, writing for "New York Magazine", asked ETS senior executive Marion Epstein about why ETS added these new passages:

Brill: If the tests weren't culturally biased in the first place, why did you make the change?

ETS: Because minorities feel at ease reading this kind of passage.

Brill: If they feel at ease reading this one, does that mean they don't feel at ease reading the six or seven others in the text?

ETS: No. It just means they feel more comfortable with this one.

Brill: Well, if they feel more comfortable with this one, does that mean their scores will be higher?

ETS: No, I don't think there will be any difference in "scores."

Brill: Well, if there won't be any difference in scores, why would you make the change? Was it just so you could look like you were doing something?

ETS: No, it's because when people are more comfortable, they'll do better on the test. They feel less threatened.

(from David Owen, None of the Above, Houghton-Mifflin, 1985)

Appendix V

POTENTIAL SOURCES OF BIAS

Until recently the research community paid little attention to the issue of gender bias in standardized tests. The explanations which are now emerging are multifaceted, and difficult to examine in isolation from the larger issues of sexism in education and society. But researchers agree that certain aspects of the college admissions testing program do need immediate attention if bias is to be lessened. Among these are the following:

1. The rushed nature and multiple-choice format of these standardized tests may be a source of bias. Initial research indicates that on multiple-choice tests, women answer a higher percentage correctly than men, but have fewer completions. They are also less likely to guess at answers.

2. Males are featured more often in test questions than females. ETS researchers found that this has a direct effect on achievement test scores. Girls are more likely to get a question right if there are more females, an equal number of males and females, or people of unspecified sex within the question. ["Sex Differences and Sex Bias in Test Content," by Ruth B. Ekstrom, Marilane E. Lockheed, and Thomas F. Donlon, Educational Horizons., Fall 1979].

Using New York's Truth-in-Testing law, FairTest examined 24 Reading Comprehension passages that appeared on SAT exams between June 1984 and December 1985. On these exams, 34 famous men are mentioned. Eight other men are mentioned, six by name. One

famous woman, Margaret Mead, is mentioned, and her work is criticized. Two other women are mentioned, but not named. The obvious male-orientation in these passages may be adversely affecting women test-takers.

3. Bias may result from a difference in interests and skills which emerges in junior high school and follows the lines of traditional socialization. Several studies have shown that males perform better on questions about objects, while girls perform better on questions about human relations. Research indicates that more college admissions test questions focus on male interests and activities than on female interests and activities.

4. In recent years, test publishers have placed more emphasis on areas that favor boys, such as math and science, and de-emphasized areas where girls excel, such as arts, humanities, reading comprehension and writing. This shift in test content may account for the widening of the gender gap which has recently occurred.

Additional research has been seriously hampered by the inaccessibility of information. Without access to data, it is not possible to investigate abuses or propose remedial procedures. As the late Dr. Oscar Buros, editor of the authoritative Mental Measurements Yearbook, pointed out:

> "It is practically impossible for a competent test technician or test consumer to make a thorough appraisal of the construction, validation, and use of standardized tests... because of the limited amount of trustworthy information supplied by test publishers."

At the time of printing, the New York legislature is considering a bill which would create a special commission to examine New York State's use of university admissions tests. The bill also requires test companies to produce a gender and racial "item analysis." Such information is needed to examine gender (and racial) scoring differences on individual test questions. The legislation is being sponsored by the Chair of the New York State Higher Education Committee Kenneth LaValle (R-Port Jefferson) and Deputy Speaker Arthur Eve (D-Buffalo). For more information about this legislation, contact the National Center for Fair and Open Testing, P.O. Box 1272, Harvard Square Station, Cambridge, MA 02238, (617) 864-4810.

SUBSCRIPTION FORM

The National Center for Fair & Open Testing (FairTest) is a research and advocacy organization dedicated to ensuring that the 40 million standardized tests annually administered to America's students and job applicants are fair, open and educationally-sound. Our publications will keep you up-to-date about legislative hearings, lawsuits, research and other important developments concerning America's growing movement for evaluation reform.

* * * * * * * * * * * * * *

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____ **Golden Rule Bias Reduction Reforms** ($20)

____ **Sex Bias in College Admissions Tests: Why Women Lose Out** by Phyllis Rosser and the FairTest staff. ($4.95)

____ **The Reign of ETS** by Allan Nairn and Ralph Nader ($30)

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